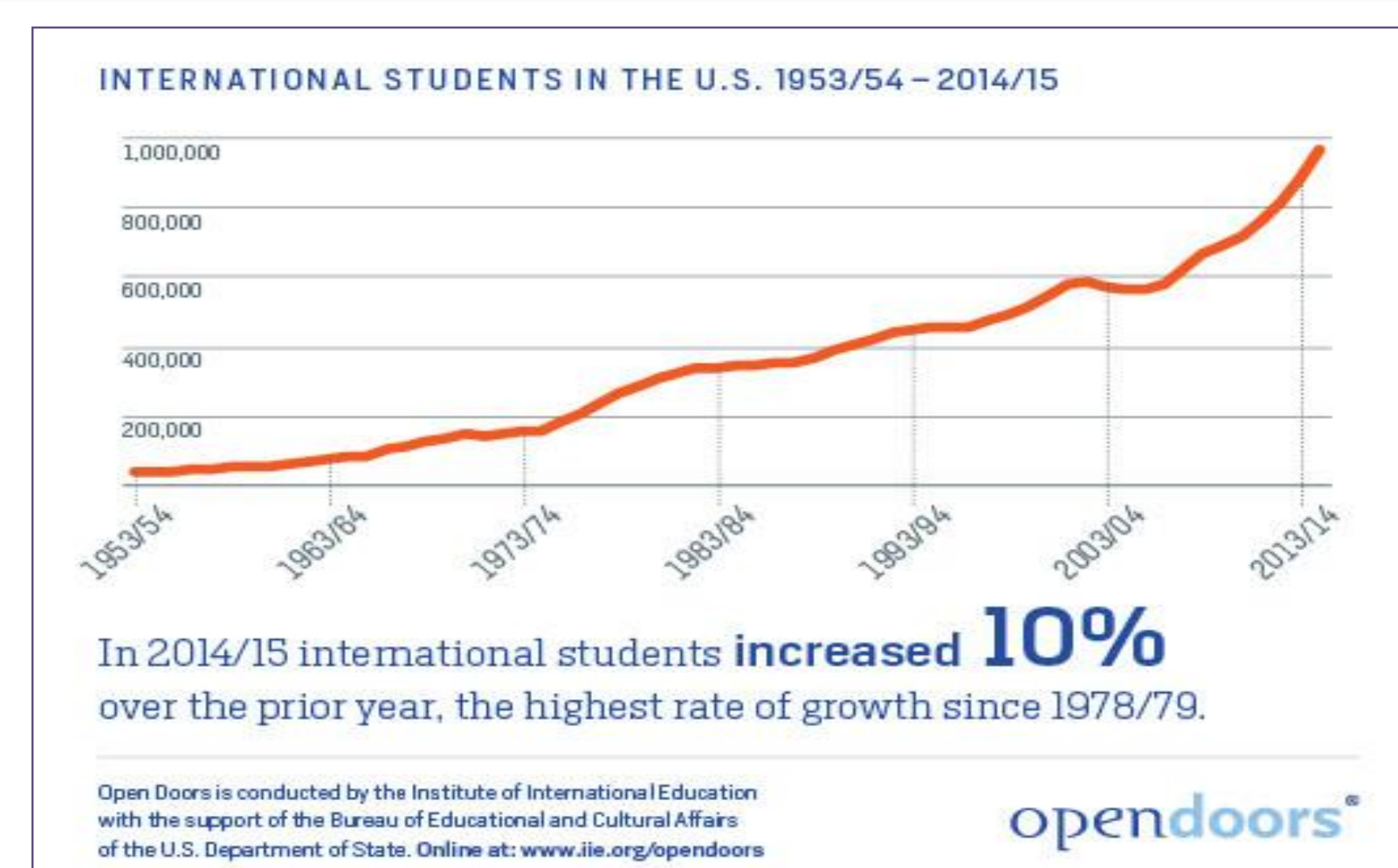




## ABSTRACT

Leadership self-efficacy is an area of self-efficacy related to the level of confidence one has in his or her knowledge, skills, and abilities to lead others (Bandura, 1997). When leadership self-efficacy is placed within the context of student development, it has the ability to contribute to or negate from a student's motivation to persist and succeed in leadership associated tasks (Bandura, 1993; Stage, 1996). The goal of this research was to explore how international female undergraduate students perceive their leadership abilities in relation to their personally constructed definition of leadership. Through qualitative interviews with international female undergraduate students, this research identified specific experiences that contribute to their leadership self-efficacy, and overall self-confidence.

## RESEARCH PURPOSE



Escalating global mobility ↑  
demand international students as consumers in the global higher education market

“the U.S. remains a highly attractive destination” for international students

Internationalization of U.S. universities  
+  
Emphasis on student leadership development within university goals

How are international students influenced by these efforts to achieve this outcome?

## RESEARCH QUESTIONS

1. How do female international students define leadership?
2. What experiences are associated with female international students who have higher leadership self-efficacy?

## METHODS

With the assistance of the Center for International Programs at the University of Dayton, personal emails were sent to several nominated students. Once students replied, time was scheduled to conduct individual interviews with seven international undergraduate women students from various countries to gather qualitative data. Each interview was recorded, transcribed, and coded. The data was then analyzed to discover common themes associated with high leadership self-efficacy among the target population.

## THEMES

Pre College Leadership Experiences

*“I was the dean of girls for one and a half years in high school.”*

On Campus Involvement

*“...joining the volleyball team and being a tutor [improves] how I interact with people and understand people with different ideas.”*

Positive View of Parent as a Leader

*“She has supernatural powers!”*  
*“He has built a level of success so people listen to him”*

## FUTURE DIRECTIONS



Data should be collected on previous experiences that can be utilized to help students and advisors be more strategic with his or her leadership development plan.



Student leadership development should be intentional within all areas of student employment for both international and domestic students.



Leadership programs should be designed to assist students in defining and identifying personal leadership values.



Future student leadership research should explore the impact of parental relationships on student leadership efficacy, specifically for women.

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